

**Ke Au Hou:  
Instructional Design for Online Hawaiian Language Course Module**

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**Abstract:**

As technology advances, computer assisted language learning has been made available in most languages and an increasing number of universities have been offering online language classes. Second language acquisition research has advanced as well and the use of certain technology tools can assist a student with acquiring a language and can blend very well with online language classes. This could contribute to a new way of acquiring a second language and as the popularity of online classes grow, more students are appreciating the benefits of online learning. With that being said, the purpose of this instructional design project is to develop and evaluate one complete module in the Canvas learning management system that will align to chapter 3 of the *Ka Lei Ha'aheo* Hawaiian language teaching textbook. This paper will speak to the instructional design of this course module and the module will later be evaluated to measure student satisfaction with aesthetics as well as content learning. Results of this measurement showed improvement from the pretest to the posttest as well as very good attitudinal results. This module will serve as a reference point for further modules needed to complete an entire Hawaiian 101 course.

**Statement of Problem**

The Hawaiian language department has been the largest language division at the University of Hawai'i at Mānoa (UHM) for several decades now, but they have not been able to meet the demands for online classes. UHM does offer online languages courses for a few other languages, but the Hawaiian language has yet to establish a series so that undergraduate students can complete all 4 semesters of the same language online. Part of the hesitation of offering Hawaiian language online is that nearly all language instructors know that learning a language is a social endeavor. The perfect community for a learner to be in is the native speakers' community of the desired language. If that's not possible, then the support of a class will surely assist the learner as this will foster a social environment. An online instructor would then need to create this social environment and fortunately there are tools that can do this.

Hawaiian language classes began in 1949 at the UHM and student enrollment has increased tremendously since then. I became a lecturer in Fall 2003 and the opportunity to teach online came my way seven years later. My former colleague, Dr. Richard Keao

NeSmith developed an online version of the Hawaiian 100 with the Hawaiian, Asian and Pacific hallmark (HAP), which requires a curriculum that includes Hawaiian, Asian and Pacific issues and he offered to train me to teach it. It was difficult for me in the beginning, but as my confidence increased, I became interested in developing online language sections, preferably a series that includes Hawaiian 101 and 102 which are four credit elementary level courses and Hawaiian 201 and 202 which are four credit intermediate level courses. The series would allow students to complete all four semesters online in sequence so that they do not have to move in to the face to face sections. This has never been done before in my department, but with proper guidance and hard work, it can be done.

In my limited experience, designing online elementary Hawaiian language courses pose more of a challenge than I imagined and second language acquisition along with academic integrity has been at the forefront of my thoughts. The possibility of being too reliant on translations and memorization continues to conflict me as well as cheating on tests in online classes. I learned though that online instructors have shifted to assessing individual student compositions as oppose to standard tests such as multiple choice, true/false, fill in the blank or matching even those these tests can be timed. I have considered this and other security measures when designing my module which is why my module includes diverse curriculum that includes individual student compositions and timed standard tests in the form of multiple choice. Test requirements are thoroughly explained in procedures.

There are however a few online Hawaiian language classes. Kaliko Beamer-Trapp, an independant instructor, started an online Hawaiian language class in 2010 which offers audio clips, books, lessons and videos ([oleloonline.com](http://oleloonline.com)). This online course offers a lot of video lessons, but I have not seen a web-conferencing tool which I feel is important.

In the private sectors, Niolohiki was developed in 2007 by the ‘Aha Pūnana Leo as a self-directed online course for families of Hawaiian language immersion students ([niuolahiki.ahapunanaleo.org](http://niuolahiki.ahapunanaleo.org)). Kamehameha Schools developed their distant learning website in 1997 that features A‘o Makua which offers online Hawaiian language and culture classes in shorter series than Niolohiki ([ksdl.ksbe.edu/aomakua](http://ksdl.ksbe.edu/aomakua)). In 1994, Kamehameha Schools produced Kulāiwi which was a television show that taught Hawaiian language to the general public and is now available on their distance learning website ([ksdl.ksbe.edu/hawaiian\\_resources/kulaiwi](http://ksdl.ksbe.edu/hawaiian_resources/kulaiwi)). These are all great avenues to learn Hawaiian, but many of them do not include modern scholarship on second language acquisition and most of them do not provide an avenue for live interaction between students and instructor as well as just between students.

Another area that offers Hawaiian language learning are learning applications such as Drops ([languagedrops.com/learn-hawaiian/](http://languagedrops.com/learn-hawaiian/)). Drops is a visual language mobile application that displays about 2000 Hawaiian words. It also offers free five minute daily lessons or a \$9.99 monthly premium subscription for unlimited time. Both plans allow users to learn Hawaiian language whether using an IOS system or Android. Duolingo is another mobile application that offers interactive lessons such as multiple choice questions, fill in the blanks and speaking portions ([duolingo.com/course/hw/en/Learn-](http://duolingo.com/course/hw/en/Learn-)

Hawaiian). Manomano.io is the third application I came upon and this application features a word of the day, flashcards and an online dictionary (manomano.io). Although all three of these apps facilitate learning, I'm concerned that the lack of a live recipient, meaning a live available instructor, on the other end, learners can easily slack off and lose interest. It would be ideal for the online instructor to build supportive apps like these to align to the course curriculum so that it can be readily available to students, but being that these apps lack an available instructor, it will not be as effective as a for-credit online class in regards to successfully progressing through a sixteen week Hawaiian language class and beyond which includes preparing them for progression through the two elementary levels and two intermediate levels.

A popular second language acquisition expert is Dr. Stephen D. Krashen of the University of Southern California and his theory speaks of comprehensible input where acquisition takes place with meaningful interaction in the target language as oppose to heavy memorization and grammar (Krashen, 1982). Dr. Krashen argues that comprehension precedes production and he points out that listening comprehension precedes speaking (Krashen, 1998). He further explains that the starting point for the instructor is to help the learner acquire what is being said to them (Krashen, 1998). This is where the instructor can get creative with images and gifs which in essence is blending language acquisition, by way of comprehensible input, with technology. An instructor can create power point slides with images to learn in the target language. Rehearsing would be necessary with the learners, but eventually, after practice and review, the learner would associate the image to the word the instructor spoke to them thus following Krashen's theory about comprehension precedes productions and listening precedes speaking. My research project would be inclusive of modern scholarship such as Krashen's theory as well as technology tools such as power points slides, images and gifs to help create a meaningful and interactive online class.

The purpose of this instructional design project was to investigate student satisfaction and to measure whether or not they learned the content so that this one complete module can possible serve as the exemplary module for all necessary modules of an entire Hawaiian language 101 online course. The first procedure of my instructional design project was to develop one complete module in Canvas that aligns with chapter 3 of Ka Lei Ha'aheo, the Hawaiian language teaching textbook commonly used at the University of Hawai'i at Mānoa. The second procedure was executed upon completion of module development where an assessment was completed by evaluation participants to measure the aesthetics of the module, take a pre, embedded and post-test to measure content learning, and provide honest and valuable feedback.

Hawaiian language deserves an opportunity to be offered online and not only to meet the needs of undergraduate students, but also to be accessible to those living outside of Hawai'i. Additionally, this could accommodate and support Hawai'i's high school students who want to continue to learn the language and perhaps earn credits for their degree at mainland universities. Online Hawaiian language classes also support graduate students who need to learn two languages while in their doctoral program. In certain situations, this could provide a doctoral student access to historical knowledge in the

Hawaiian language newspapers and it could contribute to their academic papers. I support online teaching and learning along with proper development of online language classes. With this study, I can continue to trail blaze and develop a successful and proficient online Hawaiian language class.

## **Literature Review**

### Learning Online

There is a vast amount of research and studies done in the context of online learning. One recent study highlighted an important factor about prospective participants is that online classes opens doors to non-traditional students (Ayeoe, 2019). Some non-traditional students could be adults returning to school, retired individuals or community members with no previous experience in college course. Individuals who are elder or who are not tech savvy may enroll in the course as well as tutorials and live meetings can be provided for support. Although non-traditional students may pose many challenges for the instructor, I am still driven about online Hawaiian language classes. In a local context, Hawai'i is made up of eight islands and traffic is horrible on the main island. Online classes can reach outer island residents and serve people in rural areas so they can stay home and learn. These and other factors continue to fuel my passion for online classes.

Social presences or lack of is concerning as well. How would an intimate and communicative setting be established? I do feel that the synchronous online class is a start and two-way video conferencing can create a vibrant setting, but through Karen Swan's research, she noted that students' perception of social presence varied and that many felt online classes were more personal than traditional classroom (Swan, 2017). Through my experience taking online classes, I support Swan's conclusion and that I do feel closer to my classmates in an online class as oppose to a face to face class. I didn't bother to get personal phone numbers of classmates in face to face sections whereas I quickly collected personal phone numbers of online classmates and we are constantly in contact. When we worked on group projects or papers, we were frequently in contact with each other via text messaging and emails. My experience is that I am closer to my online classmates than my classmates of a face to face section. For this reason, I am not overly concerned about social presences, intimacy and communication. I do agree that the perception varies and even the slightest modes of communicating can be intimate in nature.

### Language Pedagogy

Language pedagogy has been a hot topic for decades. In recent years, my department is leaning more towards comprehensible input as oppose to translating and memorizing. Internationally recognized educator of second language acquisition, Dr. Stephen Krashen, speaks highly of pictures as a non-linguistic approach for best language acquisition (Krashen, 1982). His research is applicable and realistic because he notes that almost everyone can acquire a second language since we all acquired our first language which of course was through comprehensible input. This should draw peoples' minds to the

toddler stage of human life where a few words were spoken or a few pictures were presented and through that interaction, comprehension takes place.

Through my years teaching Hawaiian language and developing curriculum, I have created many power points slides with images and gifs in my face to face sections. This can easily be duplicated for an online class whereas an instructor can also show power point slides with images and gifs. A benefit I have noticed for online students is that there is little to no class room distraction. While tuned in to their tricked out laptops, these laptops can provide better quality screen display since a smaller screen usually has high resolution screen pixels whereas class rooms are equipped with standard projector screens with low resolution screen pixels. And although it's not the quality of a laptop that determines student success, online classes may attract students since pop-culture pushes students to upgrade and purchase top of the line products. It makes the online learning experience more comfortable and personable when a student is learning off of their personal and tricked out devices.

### Learning Language Online

A new study I came across in regards to learning a language online was the application of the flipped classroom pedagogy. This shifts the mode from teacher-centered to student-centered where students review materials and lectures prior to the class meeting time so that they can apply the material in class instead of learning it (Cunnigham, 2016). From the University of Canterbury, Una Cunnigham notes that lecture based teaching only lasts so long. Students will lose their attention span within 20 minutes. If this is the case, then instructors can spend 20 minutes on a lecture and then use the remaining class time for the application of the contents of the lecture through individual and group assignments.

## **Methodology**

### Research Questions

Question 1: Using surveys, how satisfied were the students with the aesthetics and organization of the module?

Question 2: Using a recorded lecture, pre, embedded and posttests, how well did the module content support students learning outcome?

The first research question measured student satisfaction with the aesthetics of the module and the organization. My goal was to know if the simple visual design of the site was comfortable and welcoming. I also wanted to see if participants were pleased with the font selection, color selection, image selections and the layout of the module. The second research question measured student content learning. After careful development of the module and the necessary sub-pages, pre, embedded and post tests were given to measure student learning outcomes. These outcomes determined if the site needed modifications and improvements which was addressed in the Spring of 2019.

### Content Analysis

This module taught chapter 3 of Ka Lei Ha‘aheo which is ‘O equational sentences (Hopkins, 1992). Canvas was designed with 8 sub-pages and students were required to view all 8 sub-pages and complete two assignments. The module was displayed in the following order:

1. Chapter 3 Introduction
2. Ka Lei Ha‘aheo Chapter pdf
3. Pretest
4. Chapter Lecture
5. Written Assignment
6. Imagery Assignment
7. Embedded Test
8. Posttest

The domain of learning was cognitive since it is active, constructive and long-lasting. The introduction presented the goals of the module and the pdf was provided in case learners are not able to get a copy. Chapter 3 lecture was taught by me in the Zoom web-conferencing with an iPad pro and an Apple pencil. Both the written and imagery assignments were created in Google slides and docs and was embedded to their respective sub-pages. All three tests are housed in their respective sub-pages as well and answers will be provided for incorrect answers.

### Recruitment and Participants

The target audience of this instructional design project were undergraduate and graduate students at the University of Hawai‘i at Mānoa who have taken or are taking an elementary Hawaiian language class. Evaluation participants ranged in age, class year, nationality, ethnicity and socioeconomic status. Evaluation participants also needed to have a little Hawaiian language experience whether it is from formal training or living in the island for a significant period.

I contacted potential participants upon approval from the IRB office. Recruitment emails were sent out around ending of January. The email included the informed consent which outlines the objectives of this project. The benefits, risks and privacy and confidentiality was explained in the informed consent letter. For invited participants who agreed to participate, they all signed the consent to participate form which I stored in a safe a secured place.

My participant pool only consisted of individuals of the exempt population. The participants were chosen because of their Hawaiian language background. An expanded rationale is the fact that the pattern in chapter two is an equational pattern, but in the form of non-specific and the pattern in chapter three is also an equational pattern, but in the specific form (See Figure 1). Those with Hawaiian language background served as better participants because they already knew the difference between specific and non-specific

equational patterns as well as the selected Hawaiian words in the tests and example assignments.

**Table.** Chapter 2 verses Chapter 3 of Ka Lei Ha‘aheo.

Chapter 2 He Equational		Chapter 3 ‘O Equational
This is <b>a</b> bag.		This is <b>the</b> bag.
That is <b>a</b> car.		That is <b>the</b> car.
These are <b>some</b> books. (Plural)		These are <b>the</b> books. (Plural)

### Evaluation Instruments

There were three tests in the module and one survey at the end. All three tests are multiple choice and developed in Canvas. The pre-test stimulated learning by comparing chapter two content with chapter three content. The two patterns are similar in some aspects so understanding the difference will help learners master the chapter three pattern. The embedded test was the chapter vocabulary and this was multiple choice as well. Evaluation participants needed to score 100% in order to earn credit for the embedded test so they will be allowed to take it as many times as needed. The posttest was the grammar test and this was multiple choice as well, however, they were not able to take this test again. For every incorrect answer, the correct answer will be provided so that participants will learn.

### Project Design Strategies

The goal of this project was to develop a successful module so that learners master the material and are confident to move on to the next module. Elementary Hawaiian language classes at UH Mānoa are building blocks to the intermediate level and it would be the instructor’s responsibility to assist learners in the upward movement so that they are competent in 101, 102, 201 and 202.

While this online Hawaiian language course is still in the making, it is based at UH Mānoa therefore the Hawaiian language department has established an articulation system which details the required material that the instructor needs to cover (Kawaihuelani, 2015). The design strategy reflected the requirements of this articulation for the time being.

My main design strategies in regards to aesthetics was to keep it simple, clean and working properly. I’ve narrowed the sub-pages down to 8 in Canvas and chose not to add images in the module (Figure 2). For each sub-page, there is a brief introduction and I provided the link to the assignment. The written assignment included directions on top of the assignment which learners will access by the provided link. The explanation was displayed near the top of the assignment and each learner is to email me their assignment

so that I can grade and return. There is a total of ten short sentences to translate as well as an area to convert the specific equational sentence to a generic equational sentence. The imagery assignment, however, was explained in detail in the recorded lecture because I wanted to make sure that the learner watches the lecture. In the lecture, I provided four slides as my examples for learners to follow (Figure 3). Each learner will add four slides to the master Google slide so that students can see their classmates' work. I challenge online students to be more engaged with the assignments by allowing opportunities to include real world relevance to better understand content since students enjoy design and creativity, especially with things that others will see (Rottman & Rabidoux, 2017). My assumption is students will personalize their slides and will end up learning about our classmates.



Figure 2. Screenshot of Home Page in Canvas LMS.



**Directions for Ha‘awina Ki‘i**

**You will be creating 4 slides of your own. You must include an image and a text box where you will compose one complete ana kūlike ‘o pattern. For each sentence composed, you must include at least one hopena (descriptive word, like an adjective) in your sentence. Your image must also match your sentence and you must add your name. I have provided four examples for you to follow. Please add your slides to this master presentation by given deadline.**



*Figure 3.* Screenshot of Ha‘awina Ki‘i Created on Google Slides.

My main design strategies in regards to student learning outcome was to ensure that the recorded lecture covered and conveyed the main content in chapter 3 of Ka Lei Ha‘aheo (Figure 4). I created a very relaxed and semi-short 17 minute recorded lecture in Zoom that teaches the target pattern (Meskill, 2013). Since the module is based on chapter 3, it was imperative that I revisit content from chapter 2 as both chapters teaches equational sentences, but have a difference; chapter 2 is the generic form and chapter 3 is the specific form. I used the Apple iPad pro and Apple pencil to write out the pattern on a blank page. Microsoft OneNote is the app that provided the blank page that served as the white board and it provided a variety of pen colors that is similar to expo pens which I like very much (Figure 5). Material covered on the blank page was projected on to my laptop by way of the Quick Time video player.

## Mokuna 3.pdf

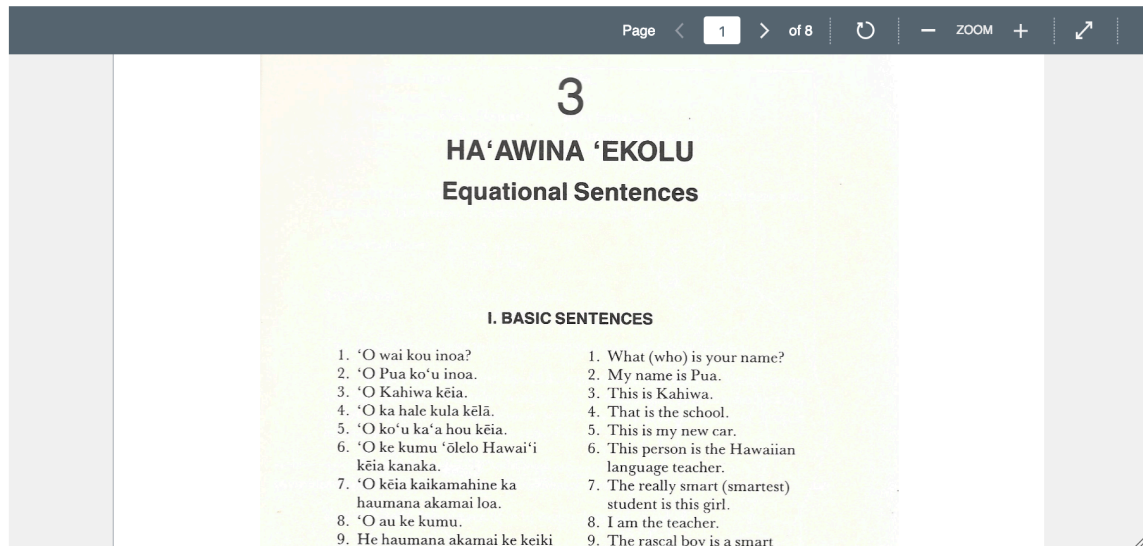
[Download Mokuna 3.pdf](#) (4.1 MB)

Figure 4. Screenshot of Mokuna 3 PDF.

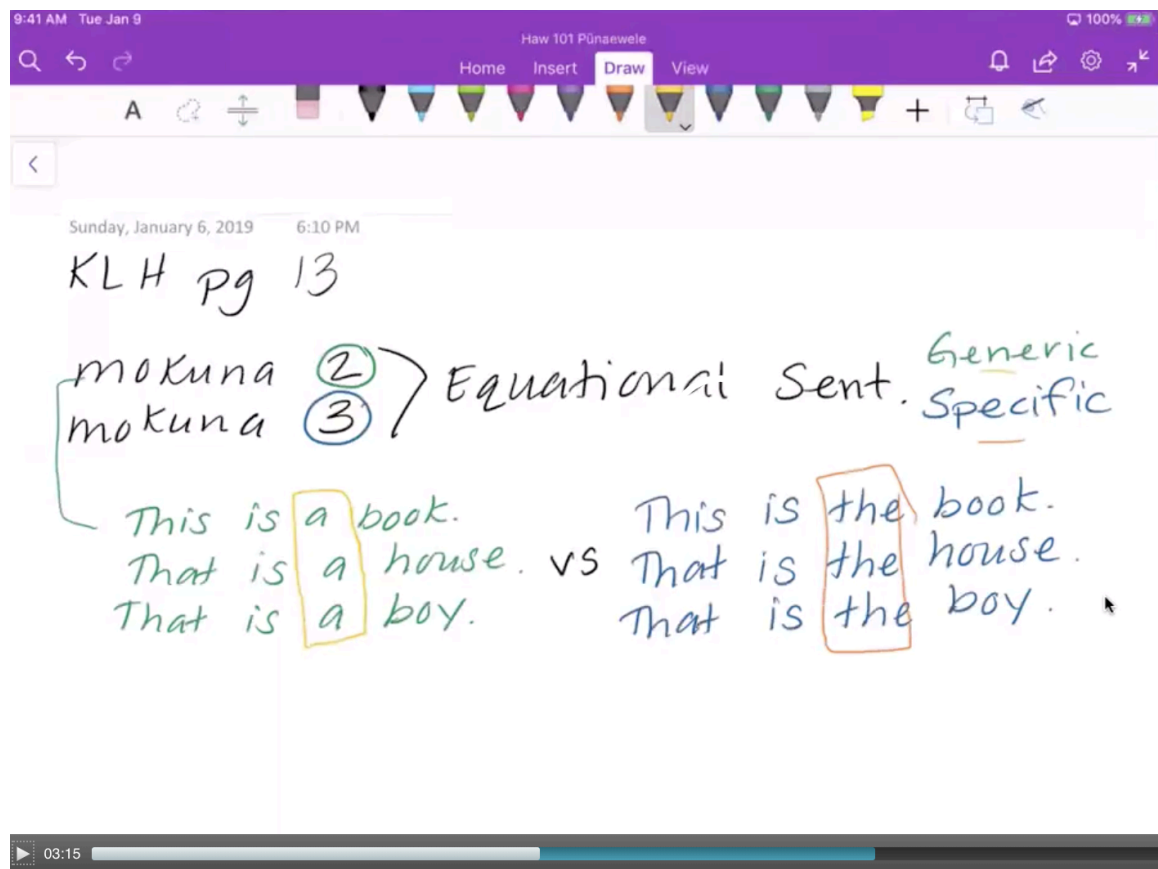


Figure 5. Screenshot of Lecture Done in Microsoft OneNote.

There were 3 tests in the module. The pretest was designed as a refresher of chapter 2 since chapter 2 and 3 are quite similar (Figure 6). The learner should be able to quickly see the difference in the two pattern pretest. The embedded test served as the vocabulary test and the vocabulary list is located at the very end of the chapter. The posttest is the final test and this assessed the understanding of grammar. For the pre and posttest I provided the learner with the correct answer for every wrong answer selected. Learning still take place even though I am giving them the answer.

Multimedia teaching and learning was at the forefront of this instructional design. Since an online class provides an excellent avenue to teach using images and gifs on slides and presented in a web-conferencing tool, a learner can focus on the computer screen and comprehend the material being presented (Mayer, 2001). Digital learning and distant learning are more rampant than we think and although it will more than likely not eliminate a public school, it will grow so it is important to reach those who choose the alternative path (Collins, 2008).

### Procedures

In this study, emails were sent to recruit 8 – 12 participants (See Appendix G). Those who participated signed the consent form before participation (See Appendix H). After I received the signed consent forms, they began the study as my email directed them. The first task was for participants to self-enroll in to Canvas so that they can access the module. This should have taken no more than 5 minutes. The second task was to explore the module by entering all 8 sub-pages and taking a look at what was housed in each sub-page. I recommended that they explore the module for about 5 minutes and read the Mokuna 3 Introduction. After task two, I directed them to the pretest for task three. They took the short pretest and was able to see their results immediately after. I programmed Canvas to grade tests and to show the correct answer for every incorrect answer. Upon completion of the test, participants needed to view the recorded lecture for task four. I prepared a short lecture that taught them the main grammatical pattern for chapter 3. Participants were able to view the lecture as many times as needed so that they have confidence to complete the two assignments on their own.

For task five, participants were asked to complete the written and imagery assignment that are housed in the sub-pages below the recorded lecture. The directions for these assignments are mentioned in the lecture and can be found in the sub-page. This way participants heard me explain the assignments and see my examples in the lecture. They can also read the directions on the sub-page. After they emailed me the links to their assignments, they can began tasks six and seven which was to complete the embedded and posttest. I programmed Canvas to grade these tests as well and to show the correct answer for every incorrect answer.

### **Results**

The two research questions that navigated this project were: 1. Using surveys, how satisfied were the students with the aesthetics and organization of the module? 2.

Using a recorded lecture, pre, embedded and posttests, how well did the module content support student learning outcome?

All nine participants completed the attitudinal research questions and responses were analyzed to measure the module's effectiveness in content delivery. Of the nine participants, six completed the pre, embedded and posttests. Two completed the pre and embedded test only and one did not complete any test. With that being said, I analyzed the six participants who completed all three tests for research question number two.

#### Attitudinal Data

Three questions were posed to assess participants attitudes in research question number one. Satisfaction and organization were measured by asking them if the layout overwhelmed you, if the layout distracted you from learning and if the eight sub-pages were too long. The first question was measured on a scale of one through ten with one being overwhelmed and ten being not overwhelmed (Figure 8). Five participants rated 10, three rated 9 and one rated 8. This data revealed that participants were not overwhelmed with the layout and I left layout as is.

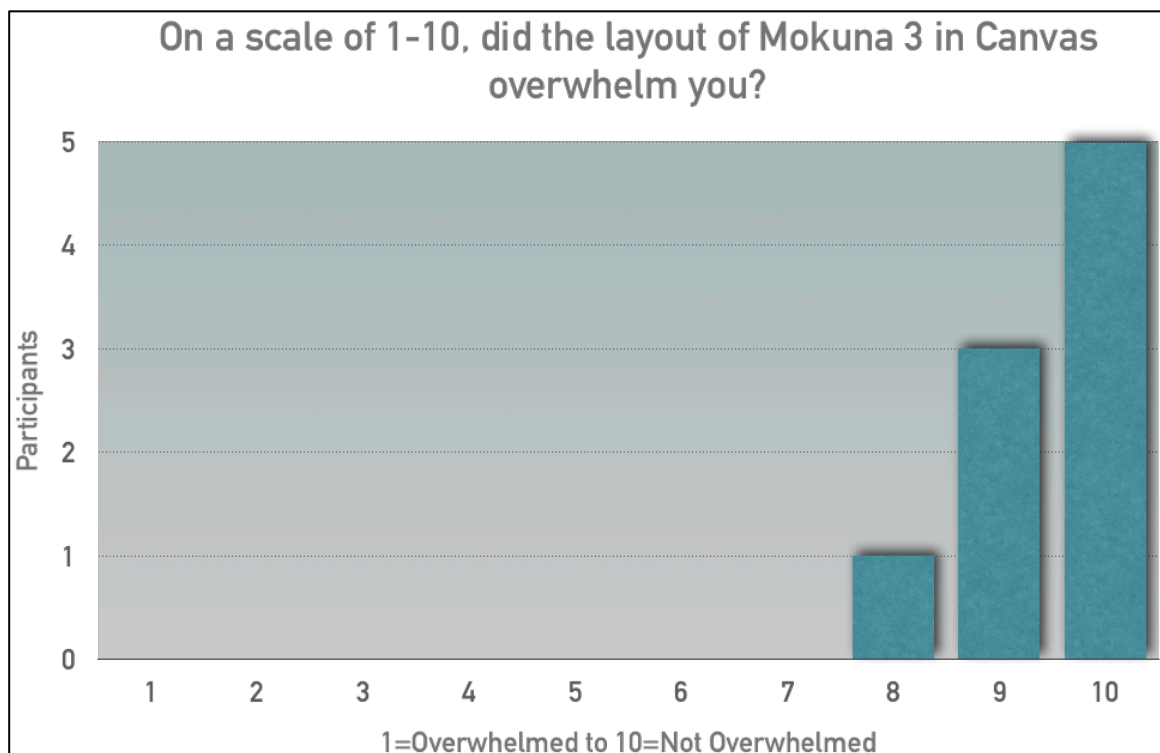


Figure 8. Results of Attitudinal Survey on Being Overwhelmed with Mokuna 3 Layout.

The second question was measured on a scale of one through ten to see if the layout was distracting to the learner. One measured it at an 8, two measured it at a 9 and six measured it at a 10 (Figure 9). This data revealed that participants were not distracted by the layout and I will leave it as is.

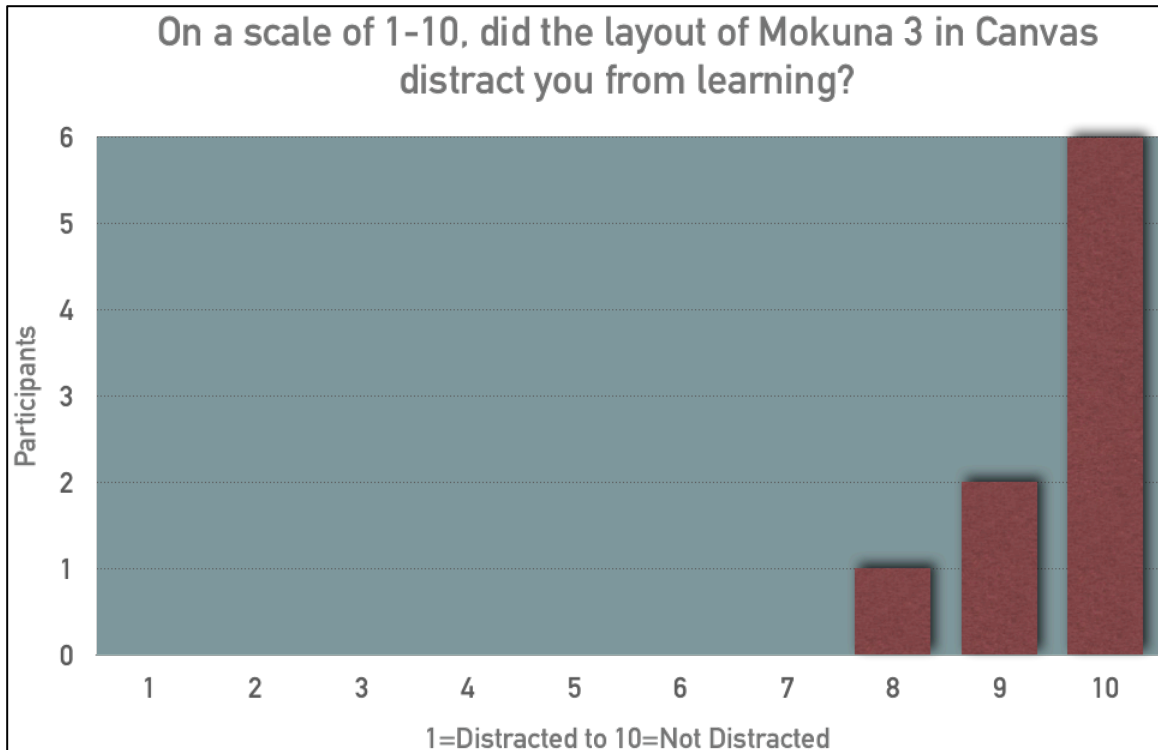
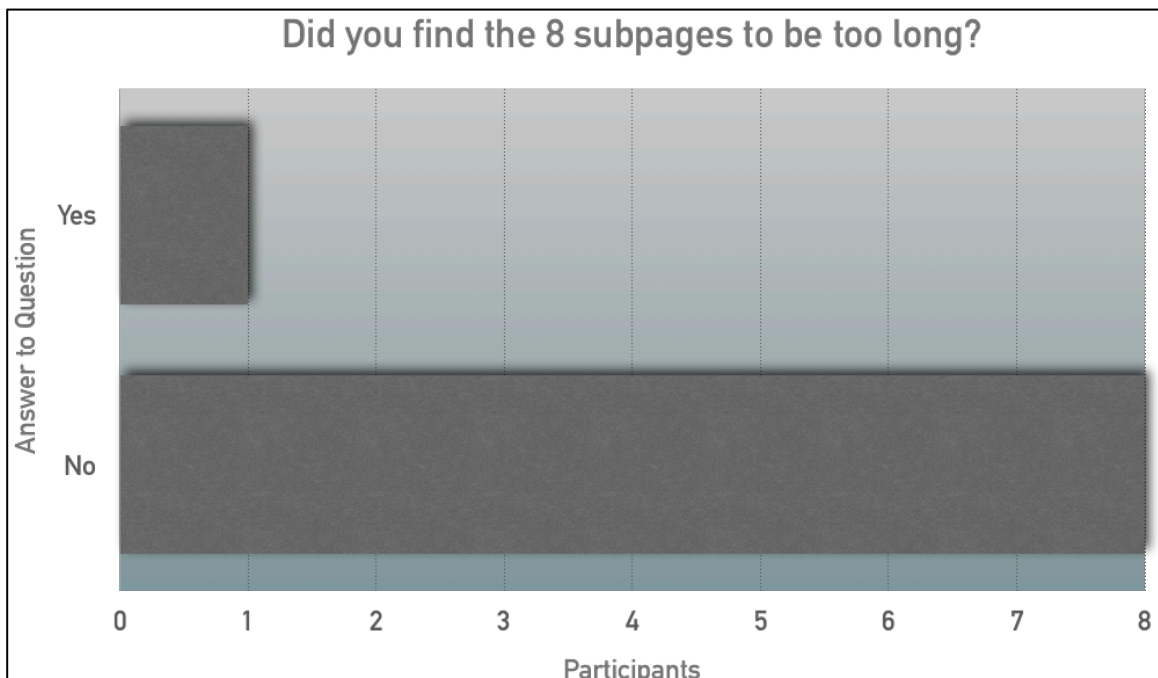


Figure 9. Results of Attitudinal Survey on Being Distracted with Mokuna 3 Layout.

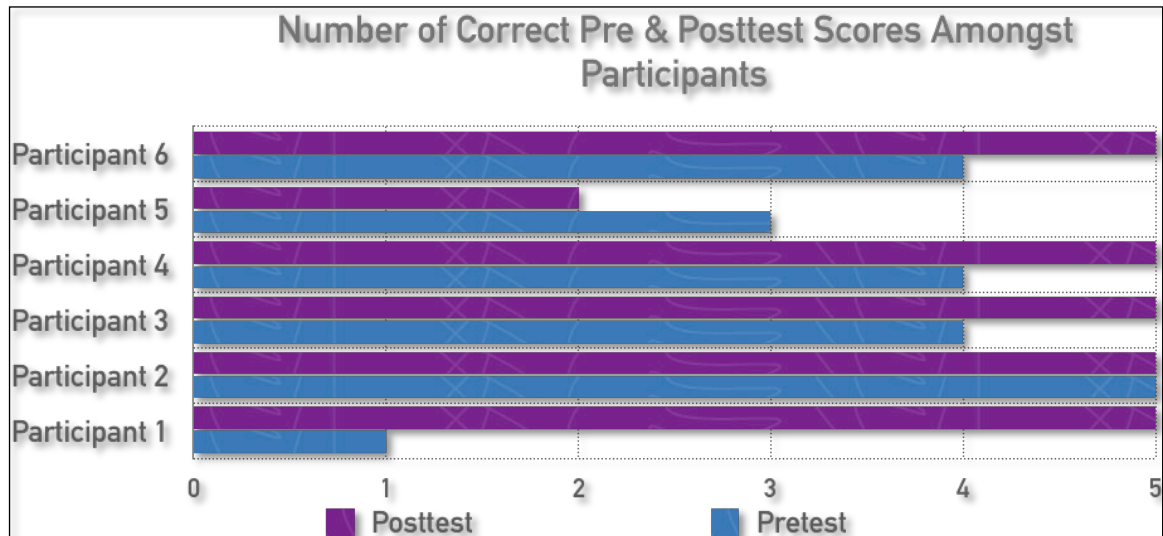
The third question was measured by a yes or no questions to see if the eight sub-pages were too long (Figure 10). Eight participants said no while only one participants said thought that it was too long. This data reveals that the majority of the participants did not feel that eight sub-pages were too long. With that being said, I will leave the eight sub-pages as is.



*Figure 10.* Results of Attitudinal Survey on Length of Mokuna 3 Subpages.

#### Pretest and Posttest Data

The results of the pre and posttest indicate that there was improvement of participants' test scores (Figure 11). One participant scored five on both the pretest and posttest, four showed improvement and only one went scored lower on the posttest. These results demonstrate to me that learning did occur and that only minor improvements need to be added.



*Figure 11.* Comparison of Average Pretest and Posttest Score Differences.

## Discussion

### Findings

Combining technology and language learning has posed several challenges for me. I felt confident at the beginning as I had a vision to integrate technology when teaching and learning Hawaiian language. And although I was also mindful about taking advantage of every opportunity where I could provide support for the learner, I did make a mistake in the pretest that was unsupportive. When evaluation participants gave me their feedback about my site, 3 participants pointed out the same mistake in the pretest. Participant feedback 1 expressed, "The only thing I would change is the questions #3 - #5 on the pretest. The answers switch from "He" and "O" to "yes" and "no", so I didn't know what "yes" mean't and what "no" mean't." Participant feedback 2 expressed, "So, I said the instructions for the quiz wasn't clear because in the pre-quiz, some questions had only yes and no answers, but I wasn't sure what the question was." And participant feedback 3 expressed, "For the last few questions in the pretest kuisa I wasn't sure how to answer the Yes/No questions." Because of these consistant comments about the pretest, I revisited the pretest and saw what all 3 participants described therefore I changed pretest answer

choices of questions #3 - #5 to the wording of pretest answers choices of questions #1 and #2.

My critical friends helped me by suggesting more directions in sub-pages and provide correct answers for incorrect answers. I didn't think of this at all. Another area for learner support was their suggestion of embedding Google slides with the HTML Editor so that the slides will be embedded in it's respective sub-page. This makes for a clean and professional finish to the sub-page which I like very much.

Prior to implementation I've considered hiding the course navigation in Canvas so that it doesn't overwhelm the learner. Another area of concern that I've pondered is embedding the Google slides in to Canvas by using the HTML Editor. I made one attempt and it didn't work, but I think this can be solved and slides can be embedded. Font consistency is another area that needs to be worked out. I'll need to explore the Google fonts and select one that is the same or similar to the Canvas fonts. Consistency also makes for a clean and professional finish.

### Limitations

One limitation of this research study was that some participants failed to complete the assignments. This poses a challenge when trying to determine if they were able to comprehend and correctly use the target pattern. I would have been able to review their work and determine if they mastered the target pattern or not. And although requiring a little bit of a Hawaiian language background was necessary, this may have been a minor set back in this study due to the fact that it can be assumed the participants knew the target pattern so they may have breezed through all sub-pages without fully participating in the task of each sub-page.

### Suggestions for Further Research

Online language teachers should pilot an online course that includes several synchronous class meeting times to enhance the student/teacher relationship. For this project, I chose to do asynchronous since I currently teach an asynchronous online class. I'm also conscience of the non-traditional student who needs full time employment so this naturally pushed me in the direction of asynchronous, but I do think it would be valuable to require weekly mandatory class meeting times. It will foster a social environment and allow the teacher to speak to the learners in Hawaiian language.

Second language acquisition researchers should also consider empirical research with online language teaching and learning because online courses are new and are growing at an extremely fast pace. To better understand and address the pros and cons as well as what to do and what not to do of online language learning, we need a solid foundation built by data driven results. This way, a proven and solid foundation is established and the teacher can focus on minor curriculum changes, learning new technology tools and developing a healthy relationship with the students.

## **Conclusion**

At the conclusion of this research project, I learned that much more work needs to be done. Computer assisted learning can work well for some, but if this process produces robot speaking individuals, then we are not doing a good job. Another learning experience for me was how valuable feedback was. I missed a few key opportunities that could have improved my site such as allowing for more space in the feedback box of the survey. This may have discouraged feedback or further clarifying their explanations for those who did leave feedback.

Times have changed and with it, learning theories and praxis will need to move with this change. Online learning seems to be the wave of the future and not only does learning takes place and students graduate, we can now support students who need to work fulltime due to the high cost of living in the U.S., especially Hawai'i since Hawai'i is near the top of one of the most expensive states to live in. This is difficult to avoid and we know that creating a better tomorrow can be done, but the future generations need to be supported to be better leaders and higher education contributes to that goal. Online classes can support these students and provide an avenue for higher education, expansion of knowledge and one step closer to bettering the status of living for all.



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## List of Appendices

- Appendix A: Introduction
- Appendix B: Ka Lei Ha‘aheo Mokuna 3 pdf
- Appendix C: Pretest
- Appendix D: Chapter Lecture
- Appendix E: Embedded Test
- Appendix F: Posttest
- Appendix G: Learning Objectives
- Appendix H: Content Map of Chapter 3
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## Appendix A Introduction

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### Mokuna 3 Introduction

#### Aloha mai kākou!

Welcome to mokuna 3. It'll be a fairly easy chapter for you folks since mokuna 3 is only slightly different from mokuna 2. It would be great for you to refer to your notes for mokuna 2 as it will make the transition easier.

#### Here are the required tasks for mokuna 3:

1. Watch recorded lecture. You can view this as many times as needed.
2. Complete and submit assignments for the ha'awina kākau and the ha'awina ki'i. Please email the ha'awina kākau and save the ha'awina ki'i in Google drive. Both ha'awina are worth points.
3. When ready, please take the pre, embedded and post tests for mokuna 3.

#### Here are a few examples of the target pattern of mokuna 3:

1. This is **the** lesson.
2. That (n) is **my** car.
3. That (f) is **your** house.

## Appendix B Ka Lei Ha‘aheo Mokuna 3 pdf

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## Mokuna 3.pdf

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3

HA‘AWINA ‘EKOLU

Equational Sentences

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## Appendix C Pretest

## Kuisa Mua Loa (Pretest)

⚠ This is a preview of the published version of the quiz

Started: Dec 14 at 1:42am

### Quiz Instructions

After reading pages 13 - 15, take this pretest to help you understand the difference between "He" Equational Sentences (Mokuna 2) and "'O" Equational Sentences (Mokuna 3). This will help you to recognize the difference between a "He" pattern and the "'O" pattern.

**Question 1****1 pts**

This is a dog.

- ☐ This is a "He" pattern.
- ☐ This is a "'O" pattern.

**Question 2****1 pts**

**Question 2****1 pts**

That is the book.

☐ This is an "O" pattern.

☐ This is a "He" pattern.

**Question 3****1 pts**

These are some nice shoes.

☐ no

☐ yes

**Question 4****1 pts**

Those are the new books.

**Question 4****1 pts**

Those are the new books.

☐ yes

☐ no

**Question 5****1 pts**

He is the teacher at the new school.

☐ yes

☐ no

No new data to save. Last checked at 10:43pm

Submit Quiz

Appendix D Chapter Lecture

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## Appendix E Embedded Test

## Kuisa Hua‘ōlelo Mokuna 3 (Embedded Test)

⚠ This is a preview of the published version of the quiz

Started: Dec 14 at 7:40pm

### Quiz Instructions

Please select the correct translation for each given word. There is only one correct answer.

---



#### Question 1

1 pts

child

☐ keiki

☐ makua

☐ kupuna

☐ ‘anakē

**Question 2****1 pts**

good

- ☐ maika'i
- ☐ 'ino
- ☐ 'olu'olu
- ☐ māluhiluhi

**Question 3****1 pts**

new, again

- ☐ hou
- ☐ nou
- ☐ kou
- ☐ lou

**Question 4****1 pts**

name

- ☐ inoa
- ☐ mai'a
- ☐ hē'i
- ☐ kākau

**Question 5****1 pts**

school

- ☐ kula
- ☐ ke'ena
- ☐ lumi
- ☐ lua

## Appendix F Posttest

### Kuisa Pilina'ōlelo Mokuna 3 (Post Test)

⚠ This is a preview of the published version of the quiz

Started: Dec 14 at 7:46pm

## Quiz Instructions

Please translate the following sentences.

Question 1

1 pts

That (far) is the big dog.

HTML Editor

B

I

U

A

A

I<sub>x</sub>

≡

≡

≡

≡

≡

x²

x₂

⋮

⋮

Table

Link

Unlink

Image

√x

Video

Insert

Align Left

Align Center

12pt

Paragraph

🔍

0 words



## Question 2

1 pts

This is the lesson.

[HTML Editor](#)

**B** *I* U A **A** *I*<sub>x</sub>  $x^2$   $x_t$   $\sqrt{x}$  12pt Paragraph

0 words



## Question 3

1 pts

I am the teacher.

[HTML Editor](#)

**B** *I* U A **A** *I*<sub>x</sub>  $x^2$   $x_2$  12pt Paragraph

0 words



## Question 4

1 pts

That (near) is the smart student.

[HTML Editor](#)

**B** *I* U A A I<sub>x</sub>  $x^2$   $x_2$   $\sqrt{x}$  12pt Paragraph

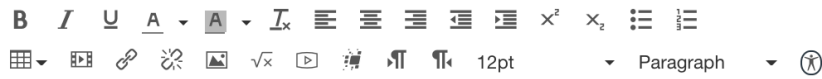
0 words



### Question 5

1 pts

My name is Kealoha.

HTML Editor 

0 words

No new data to save. Last checked at 4:47pm

Submit Quiz



## Appendix G Learning Objectives

1. Introduction
  - a. The learner will learn the goals and tasks for the chapter so that they are aware of the expectations
2. Chapter 3 PDF
  - a. A pdf of chapter 3 will be provided to learners so that they can keep up with work and complete tasks by deadlines.
3. Chapter 3 Pretest
  - a. Learners will take a pretest to understand the difference between chapter 2 and chapter 3. Explanations will be provided for both correct and incorrect answers.
4. Chapter 3 Lecture
  - a. A lecture of the grammatical pattern and other material in chapter 3 will be recorded in Zoom and uploaded to Canvas, in sub-page 4. Learners will be able to watch the recording at any time and as much as they want within the allotted time for chapter 3 to master the material.
5. Written Component
  - a. A link to a Google doc in this sub-page will take learners to an assignment where they will translate the sentences. Answers will be housed in Canvas after all learners complete email me their lesson. If a learner fails to do the translations, they will earn a 0 for the lesson and will not be able to redo since the answers are to be released.
6. Imagery Component
  - a. A link to a Google slide in this sub-page will take learners to an assignment where they will create slides of their own. Deadlines will be fixed and points will be determined later. Any slides after the deadline will be given a 0.
7. Chapter 3 Vocabulary Test
  - a. The vocabulary test for chapter 3 will be housed here. Learners can take it any time and must score 100% to receive credit for completing the test.
8. Chapter 3 Posttest
  - a. The grammar test for chapter 3 will be housed here. Learners need to email it by deadline to earn credit. Instructor will grade and the answers will be uploaded to Canvas after all learners complete posttest.

## Appendix H Content Map of Module 3

- Sub-page 1 – Introduction
  - Chapter goals presented here
- Sub-page 2 – PDF of Chapter 3
  - PDF housed here
- Sub-page 3 – Pretest
  - Multiple choice pre-test housed here
  - LMS programmed to provide correct answer
  - LMS programmed to provide answer for incorrect answer
- Sub-page 4 – Chapter Lecture
  - Zoom recording of lecture housed here
- Sub-page 5 – Written Assignment
  - Link will be made available here
- Sub-page 6 – Imagery Assignment
  - Link will be made available here
- Sub-page 7 – Embedded
  - Multiple choice embedded test housed here
  - LMS programmed to provide correct answer
  - LMS programmed to provide answer for incorrect answer
- Sub-page 8 – Posttest
  - Multiple choice pre-test housed here
  - LMS programmed to provide correct answer
  - LMS programmed to provide answer for incorrect answer

## Appendix I Evaluation

QUESTIONS

RESPONSES

Total points: 2

## Survey for Hawaiian 101 Online Mokuna 3

Please submit honest feedback regarding mokuna 3 by including feedback on instructional design and content learning. This survey will be read and may determine additional changes so that each student is prepared to move on to the next mokuna.

### Instructional Design & Content Learning

You will assess the instructional design of Mokuna 3 and the content learning.

Was the layout of the mokuna 3 in Canvas appropriate, meaning did it overwhelm you and/or cause you to be distracted? \*

☐ No

☐ Yes

☐ If yes, please explain.

+

Tt

☐ If yes, please explain.

Did you find the 8 subpages to be too long? \*

☐ Yes

☐ No

☐ If yes, please explain.

In the quizzes, does the explanation of the correct vocabulary and correct grammatical pattern answers help you to understand why you got them incorrect? \*

☐ Yes

☐ No



☐ If no, please explain.

Are the directions for the quizzes clear? \*

☐ Yes

☐ No

☐ If no, please explain.

After completing all tasks required for Mokuna 3,  
please share with us your confidence in the  
material on a scale from 1 - 5. 1 being not  
confident and 5 being confident.

Linear scale

1 ▼ to 5 ▼



After completing all tasks required for Mokuna 3, please share with us your confidence in the material on a scale from 1 - 5. 1 being not confident and 5 being confident.

Linear scale

1 to 5



1

Label (optional)


5

Label (optional)

☒ ANSWER KEY (0 points)



Required ☐



## Appendix J Recruitment Email

**University of Hawai'i at Mānoa**  
**Consent to Participate in a Research Project**

Kahealani Lono, Principal Investigator

*Project Title: Ke Au Hou: Online Hawaiian 101 Course Module*

Aloha mai e nā hoa makamaka o neia 'āina aloha,

I'm writing to you to humbly ask for your help in participating in a research project I am currently doing as part of a requirement for the Learning, Design and Technology Master's program. The purpose of the project is to evaluate an online Hawaiian language course module. You will specifically be paying close attention to the design/aesthetic and content learning. Upon completing of survey, revisions and upgrades can be made and can be applied to all sub-pages therefore your participation will be greatly appreciated!

Please review the attached consent form as it provides you with more information on the study and what the expectations are. If you agree to participate, please sign and date the form and email to me.

If you have any questions regarding this study, please feel free to contact me. I will respond in an efficient manner.

Mahalo,

Kahealani Lono  
Principal Investigator  
lono@hawaii.edu

## Appendix K Consent Form

**Consent to Participate in a Research Project**

Kahealani Lono, Principal Investigator

*Project title: Ke Au Hou: Online Hawaiian 101 Course Module*

Aloha! My name is Kahealani Lono and I am a graduate student at the University of Hawai'i (UH) at Mānoa in the Department of Learning Design and Technology. I am doing a research project as part of the requirements for earning my graduate degree.

***What am I being asked to do?***

If you participate in this project, you will be asked to perform the following:

- Take part in an online instructional module that will take approximately one hour or less to complete. Included in this module is a pre, embedded and post test, a short recorded lecture video, a Google doc for translation, a few Google slides for imagery, and textual content
- Complete a brief survey at the conclusion of the module to provide feedback on the instructional module (about 3 – 5 minutes)

***Taking part in this study is your choice.***

Your participation in this project is completely voluntary. You may stop participating at any time. If you stop being in the study, there will be no penalty or loss to you. Whether you choose to participate or not will have no effect on your grade or performances evaluation if you are employed at UH.

***Why is this study being done?***

The purpose of this study is to develop and evaluate one complete module in the Canvas learning management system that will align to chapter 3 of the Ka Lei Ha'aheo Hawaiian language teaching textbook.

***What will happen if I decide to take part in this study?***

---



***What will happen if I decide to take part in this study?***

You will be emailed a link to access the online instructional module. You will be given a deadline of several weeks to complete the module which will include the three tests and the post-instruction survey. You should be able to complete it within an hour. The module is self-paced and self-regulated so you can complete this on your own time. You can stop at any time and re-enter Canvas. Upon completion, you will be asked to complete an online survey where you can comment on your experience and the module so I can make improvements.

***What are the risks and benefits of taking part in this study?***

I believe there is little risk to you in participating in this research project. You may become stressed or uncomfortable answering any of the questions or discussing topics during the focus group. If you do become stressed or uncomfortable, you can skip the question or take a break. You can also stop participating at any time.

There will be no direct benefit to you for participating in this focus group. The results of this project may help improve a future online Hawaiian language course.

Consent Form – version 441 ICF Template v. 01.19.2018

**Consent to Participate in a Research Project**

Kahealani Lono, Principal Investigator

*Project title:* Ke Au Hou: Online Hawaiian 101 Course Module

***Privacy and Confidentiality:*** I will keep all study data secure in a password protected

***Privacy and Confidentiality:*** I will keep all study data secure in a password protected computer. Only my University of Hawai'i advisor and I will have access to the information. Other agencies that have legal permission have the right to review research records. The University of Hawai'i Human Studies Program has the right to review research records for this study.

When I document the results of your participation, I will not use your name. I will not use any other personal identifying information that can identify you. I will use fake names and report my findings in a way that protects your privacy and confidentiality to the extent allowed by law.

***Compensation:***

You will receive a \$5 gift certificate to either Starbucks or Jamba Juice for your time and effort in participating in this research project.

***Questions:***

If you have any questions about this study, please call or email me at (808) 956 – 5882 or [lono@hawaii.edu](mailto:lono@hawaii.edu). You may also contact my advisor, Dr. Grace Lin, at (808) 956-9989 or [gracelin@hawaii.edu](mailto:gracelin@hawaii.edu). You may contact the UH Human Studies Program at 808.956.5007 or [uhirb@hawaii.edu](mailto:uhirb@hawaii.edu). to discuss problems, concerns and questions; obtain information; or offer input with an informed individual who is unaffiliated with the specific research protocol. Please visit [Document2http://go.hawaii.edu/jRd](http://go.hawaii.edu/jRd) for more information on your rights as a research participant.

If you agree to participate in this project, please sign and date the following signature page and return it to:

*Kahealani Lono  
2540 Maile Way  
Spalding 253  
Honolulu, HI 96822*

Keep a copy of the informed consent for your records and reference.

***Signature(s) for Consent:***

---

**Signature(s) for Consent:**

I give permission to join the research project entitled, “*Ke Au Hou: Online Hawaiian language course module.*”

Please initial next to either “Yes” or “No” to the following:

\_\_\_\_ Yes \_\_\_\_ No    I consent to participation in an online instructional module that will take about an hour to complete. Tasks are 3 short tests, listen to one recording, two short assignments and a post-module survey.

Consent Form – version 441 ICF Template v. 01.19.2018

**Consent to Participate in a Research Project**

Kahealani Lono, Principal Investigator

*Project title: Ke Au Hou: Online Hawaiian 101 Course Module*

\_\_\_\_ Yes \_\_\_\_ No    I consent to take a brief survey at the conclusion of the module to provide feedback on the module (about 3 – 5 minutes)

**Name of Participant (Print):**

\_\_\_\_\_

\_\_\_\_ Yes \_\_\_\_ No    I consent to take a brief survey at the conclusion of the module to  
provide feedback on the module (about 3 – 5 minutes)

**Name of Participant (Print):**

---

**Participant's Signature:**

---

**Signature of the Person Obtaining Consent:**

---

**Date:** \_\_\_\_\_